Curriculum Handbook *for* **Parents**

2005–2006

Catholic School Version

SENIOR HIGH SCHOOL

Alberta
EDUCATION

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at **http://www.education.gov.ab.ca**.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://www.lrc.education.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@edc.gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment Branch
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: assess.contact@edc.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@edc.gov.ab.ca

Learning Technologies Branch
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: ltbgeneral@gov.ab.ca

- For information about LearnAlberta.ca
  Telephone: 780–415–8528
  Fax: 780–422–9157
  E-mail: LearnAlberta.Contact@edc.gov.ab.ca

Special Programs Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: SpecialEd@edc.gov.ab.ca

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Curriculum Handbook *for* **Parents**

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Catholic School Version

SENIOR HIGH SCHOOL

This Curriculum Handbook provides parents with information about senior high school curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- information on personal and career development transitions into work and further learning
- a feedback form.

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Message from the
Minister of Education

As a former teacher, I know first-hand that it takes a community to educate a child and that parents play a vital role on a child's learning team. Helping your children do well in school prepares them for a successful future, both in school and in life.

Alberta Education developed the *Curriculum Handbook for Parents* to help you in this regard. This series of handbooks contains information on what your child will learn in the classroom, as well as the education goals set for this school year.

Our education system is designed to help students realize their individual potential. As we celebrate our province's Centennial, we can be proud that our basic education system is one of the best in the world. Our students continue to achieve outstanding results on both national and international assessments—an achievement made possible through the combined efforts of our students, parents, teachers, and the broader learning community.

I encourage you to read this handbook closely, and to discuss any questions you may have with your child's teacher(s).

Gene Zwozdesky

Gene Zwozdesky
Minister of Education
Deputy Government House Leader

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Education for their updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

The Church has always recognized that you, parents, are the first and primary educators of their children, especially with regards to education in the faith. Your role as parents is vital in the life of the Church, ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities. Today, more than ever, your role is vital in working with our schools to continue to provide the best possible education for our children.

To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education Program approved by the Canadian Conference of Catholic Bishops. They reflect the essential character of Catholic schools as communities of learning.

May their use be a source of ever-greater faith, hope and love in all of our communities throughout Alberta.

Sincerely,

+ Thomas Collins

✠ Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

8421 – 101 Avenue, Edmonton, Alberta T6A 0L1 ♦ Tel.: (780) 469–1010 ♦ Fax: (780) 465–3003

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Information for Parents

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* have been designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

The Catholic Schools of Alberta offer students the opportunity to receive an education within the context of the Catholic culture. In addition to the Religious Studies curriculum, Catholic values and attitudes permeate every aspect of the school life: all classroom instruction, extracurricular programs and school celebrations.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.education.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

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Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

Make School Work for You is available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners* – Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.

http://www.education.gov.ab.ca/parents/mathprbk.pdf

- *Working Together in Mathematics Education* – Ways parents can support student learning in mathematics.

http://www.learnalberta.ca

- *LearnAlberta.ca* Web site – Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca/

- *TELUS 2Learn* Web site – An education/business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

School Councils

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils' Association (AHSCA).

http://www.ahsca.ab.ca

School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

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School Fees

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html

A primary objective is to ensure that fees are not being charged for core items. The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

The Alberta School Boards Association school fee advisory recognizes that fees should be waived for those who cannot afford them, and that no student should be prohibited from participating.

Fundraising

Parents are not to fundraise for core items such as textbooks. Some fundraising is appropriate for things like athletic uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

School Choice

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

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http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the *Programs of Study* to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://www.education.gov.ab.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

Curriculum Development—Who Is Involved in the Process?

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade and to post-secondary education and the world of work.

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Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Alberta Education plans any curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.

Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

http://www.arpdc.ab.ca

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortia organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

http://www.lrc.education.gov.ab.ca

Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

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Aboriginal Education

Aboriginal peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Education to support the inclusion (or infusion) of Aboriginal content in teaching and learning.

http://www.education.gov.ab.ca/nativeed/nativepolicy

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.education.gov.ab.ca/k_12/specialneeds/teacherresourcesceat.pdf

A Handbook for Aboriginal Parents of Children with Special Needs provides information to assist Aboriginal parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the LRC.

http://www.lrc.education.gov.ab.ca

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Supports for Learning

Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

Guidance and Counselling

Schools and school authorities offer comprehensive guidance and counselling programs for helping individual students meet their growth and developmental needs—educational, personal, social and career. This collaborative program involves the school counsellor and other school staff and is based on a close partnership among school, home and community. Parents are encouraged to consult with school counselling staff regarding the needs of their children.

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English as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

Special Needs

http://www.education.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special education needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all school-age children with special education needs.

If you feel your child has learning difficulties, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are specific teaching and learning strategies that might improve your child's learning. School staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1–Review by the Minister http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most students with special education needs are placed in regular classrooms in their neighbourhood or local schools, and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of programming options possible—different students need different kinds of support. Deciding on the educational programming for an individual student is a collaborative process and in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board, they may write to the Minister of Education and ask for a review of the board decision.

All students with identified special education needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

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http://www.education.gov.ab.ca/k_12/curriculum/ParentResources.asp

http://www.education.gov.ab.ca/k_12/specialneeds/

http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca/.

The following resources provide additional information.

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003) – Information for parents of children with special needs.
- *Standards for Special Education* (Amended June 2004) – Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12.
- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004) – Information and strategies for nurturing your child's learning and emotional well-being at home, in school and in the community.
- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000) – Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs.
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Distance and Online Learning

http://www.education.gov.ab.ca/ltb/

Alberta Education designs and develops a variety of print and electronic learning resources to support distance learning, online delivery and regular classroom programs through the use of modern technologies.

The distance learning resources developed are provincially authorized resources that support educational program delivery in Alberta. For a listing of all distance learning resources available for purchase or study, visit the LTB Resources Available Web page.

http://www.education.gov.ab.ca/ltb/400/crslist.html

For information about purchasing distance learning materials, contact the LRC.

http://www.lrc.education.gov.ab.ca

Digital Resources to Support Curriculum Outcomes

http://www.learnalberta.ca

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources developed by Alberta Education in consultation with stakeholders. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

User ID's and passwords are available from school principals or by emailing: LearnAlberta.Contact@edc.gov.ab.ca

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Integrated Occupational Program (IOP)

The Integrated Occupational Program is currently under review. The new sequence of courses, called Knowledge and Employability courses, will be provincially implemented in September 2006.

Revised drafts of the programs of study are available on the Alberta Education Web site.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/iop/default.asp

The Integrated Occupational Program (IOP) is a program of choice that begins in Grade 8 and continues through Grade 12. Students may enter the program at any time during grades 8 through 12. Students who successfully complete the IOP earn a Certificate of Achievement.

The Integrated Occupational Program (IOP) is a distinctive program for students who learn best through hands-on experiential learning activities, and when the development of knowledge, skills and attitudes is relevant to their personal experiences. Student learning is further enhanced when meaningful connections to the community are made that result in successful transitions from the school to the workplace and responsible citizenship. Community partnerships are integral to all IOP courses and include on- or off-site community/workplace involvement.

IOP consists of academic and occupational components. Students will also take physical education, health and life skills/CALM and complementary courses.

Academic subjects:

- IOP English Language Arts 8, 9, 16, 26, 36
- IOP Mathematics 8, 9, 16, 26
- IOP Science 8, 9, 16, 26
- IOP Social Studies 8, 9, 16, 26

Occupational Component

- Practical Arts 8, 9
- Occupations 16, 26, 36

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/iop/IOPmanual.pdf

For more information, refer to the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994. The manual is available on the Alberta Education Web site or for purchase from the LRC.

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Assessment

Provincial Diploma Examinations

http://www.education.gov.ab.ca/k_12/testing/

Provincial diploma examinations are a required part of the following courses:

- Applied Mathematics 30
- Biology 30
- Chemistry 30
- English Language Arts 30-1
- English Language Arts 30-2
- Français 30 (Francophone – French first language)
- French Language Arts 30
- Physics 30
- Pure Mathematics 30
- Science 30
- Social Studies 30
- Social Studies 33

To obtain credits in any one of these 30-level courses, a student must write the appropriate diploma examination. The student also must obtain a final mark of 50% or higher in the course. The final mark is the average of the school-awarded mark and the diploma examination mark.

Diploma examinations are written at all senior high schools offering the diploma examination courses. Following the administration and marking of the examinations, a student receives a Results Statement, which reports the most recent diploma examination mark and the most recent school-awarded mark. Marks shown on the Results Statement may or may not correspond with the marks shown on the official transcript. The transcript reports the highest school-awarded mark, the highest diploma examination mark, and the highest final mark within a three-year period.

A student may apply to have a diploma examination rescored or to rewrite a diploma examination. There are fees associated with rescoring and rewriting. A student concerned about a school-awarded mark may appeal to the school principal.

http://www.education.gov.ab.ca/K_12/testing

Information about diploma examinations is available at all senior high schools. A flyer, entitled *Information for Students Planning to Write Diploma Examinations*, is provided to schools for their students. As well, information is available in the *General Information Bulletin, Diploma Examinations Program*. Both the bulletin and the student flyer are available on the Alberta Education Web site.

Maintaining Consistent Standards Over Time on Diploma Examinations

http://www.education.gov.ab.ca/k_12/testing/diploma/consistentstandards.asp

The Diploma Examinations Program has introduced a new initiative to further support the goals of fairness to students and consistent measurement of achievement of standards over time. The first examinations to be involved in this initiative were those in Social Studies 30, Social Studies 33, Pure Mathematics 30, Chemistry 30 and Physics 30. Applied Mathematics 30, Biology 30, English Language Arts 30-1, and English Language Arts 30-2 will be added to the initiative beginning with the January 2006 examination session. More information is available on the Alberta Education Web site.

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Completing Senior High School

In Alberta, most students take three years, Grade 10 through Grade 12, to complete their senior high school program. Each year, students have access to 1000 hours of instruction. Students are required to remain in school up to the age of 16.

Students may complete senior high school with an Alberta High School Diploma or a Certificate of Achievement.

Students are responsible for checking their credit status to ensure that necessary courses and credits will be completed.

Alberta High School Diploma Graduation Requirements

To earn an Alberta High School Diploma, students successfully complete certain courses and earn a minimum of 100 credits. They may however, earn more than 100 credits. Having a full program (timetable) in senior high school allows students to explore a wider variety of courses and develop other interests and abilities that may help them in the future.

Of the 100 credits students need to earn a diploma, approximately 50 credits will be earned through courses in core subjects they are required to take: English language arts, mathematics, science, social studies, physical education and career and life management. Students will choose additional core and/or optional courses needed to earn the remaining credits.

The graduation requirements for the Alberta High School Diploma are outlined on the following chart. The courses listed indicate the minimum level that students are required to complete to earn a diploma. These requirements are set to ensure students graduate from senior high school with a broad education, but they are not always the same requirements as those needed to enter post-secondary institutions. Students should check with the post-secondary institution of their choice to determine the entrance requirements.

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The chart* below outlines one way of achieving Alberta High School Diploma Graduation Requirements, in English. Course sequencing and selection will vary for individual students.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1, 30-2, 30 **or** 33)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 **or** 33)
MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20 **or** Mathematics 24)
SCIENCE – 20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 **or** Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM: • **Career and Technology Studies (CTS)** • **Fine Arts** • **Second Languages** • **Physical Education 20 and/or 30** • **Locally developed/acquired and locally authorized courses in CTS, fine arts or second languages** • **one 36-level course from any IOP Occupational cluster** • **one 35-level locally developed IOP course, or** • **two 35-level courses from any trade in the Registered Apprenticeship Program**
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) • **Locally Developed/Acquired and Locally Authorized Courses** • **3000 Series; Advanced Level in Career and Technology Studies Courses** • **35-level Work Experience** • **one 36-level IOP Occupational Course** • **one 35-level Locally Developed IOP Course** • **two 35-level courses from any trade in the Registered Apprenticeship Program** • **two 30-level courses from any Green Certificate Specialization**

* The complete chart, including footnotes, is available in the *Guide to Education: ECS to Grade 12* at http://www.education.gov.ab.ca/educationguide/guide.asp?id=0610.

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Certificate of Achievement

The Integrated Occupational Program (IOP) is a program of choice that begins in Grade 8, although students may also enter in grades 9, 10 or 11, and continues through Grade 12. Students who successfully complete the IOP earn a Certificate of Achievement.

IOP is designed for students whose learning styles, abilities and needs are best met through an integrated, real-life approach to teaching and learning. The courses provide functional and practical, hands-on learning experiences.

Students experiencing success in IOP may transfer to the diploma program. These students must then complete the necessary courses in order to obtain an Alberta High School Diploma. This will vary, depending on the point at which the student transfers.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits and meet the requirements.

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits
English Language Arts	8/9	2/3	Eng Lang Arts 16(3) 26(3) 36(3) OR Eng Lang Arts 16(3) 26(3) and 20-2(5) OR Eng Lang Arts 16(3) and 20-2(5)
Social Studies	5/6	1/2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5) OR Mathematics Preparation 10 (3, 5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3, 4, 5)
Career and Life Management	3	1	CALM (3)
Core Courses	25/27		
Courses selected from the Occupational Clusters • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation	40	2 2 1	Occupational Courses 16 level – recommended minimum of 10 credits 26 level – recommended minimum of 20 credits 36 level – required minimum of 10 credits
	65/67 Specified Credits		13/15 Specified Credits

* The complete chart, including footnotes, is available in the *Guide to Education: ECS to Grade 12* at http://www.education.gov.ab.ca/educationguide/guide.asp?id=061015.

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High School Diplomas, Certificates of Achievement and Transcripts

The Information Services Branch issues the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. A statement of Courses and Marks, containing the entire senior high school record, accompanies the diploma or certificate and is available free to students and schools.

http://www.education.gov.ab.ca/learning/studentservices/transcripts.asp

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. Transcripts may be requested electronically, in person or by telephone. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

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Senior High School

Overview of Senior High School

The senior high school program is organized into courses of study for each subject area. Each senior high school course is worth a specific number of credits. A credit represents course-specific knowledge, skills and attitudes, and is equal to 25 hours of instruction. Higher numbers of credits indicate that more content is covered and more time is spent on that course. Most courses have a 1-credit, 3-credit or 5-credit value.

Each course has a number, which usually designates the grade level as well as the level of difficulty. Some subjects have course sequences available at different levels of difficulty. Students generally take the prerequisite in a course sequence; e.g., Social Studies 10–20–30. They may also transfer between course sequences; e.g., Social Studies 13–10–20–30. Students earn credits in a course if they earn a final course mark of 50% or higher. Diploma examinations are required in certain 30-level courses.

Many senior high schools offer courses in the semester system. Generally, courses in semester one start in September and finish in January. Semester two starts in February and finishes in June. In this system, a school might schedule a 5-credit course daily and a 3-credit course every other day for one semester. Check with individual senior high schools to find out how different courses are scheduled.

The senior high school program includes required and optional courses. Following are some points to consider when planning a senior high school program.

- Some core courses are designed for different purposes and are available in two or more levels of difficulty.
- It is usually necessary to complete courses in a sequence, so students should determine which courses they wish to graduate with, then work back through the prerequisites.
- Students should make sure that they select optional courses that contribute to their career plans; e.g., post-secondary requirements, employment, and/or further study.

In Grade 10 to Grade 12, students study required courses/programs. They also select from a range of optional courses/programs in keeping with career plans and personal interests.

Catholic high schools offer Religious Studies 15–25–35 within all programs. The credits earned from Religious Studies courses may be applied toward an Alberta High School Diploma or a Certificate of Achievement.

The senior high school Alberta programs of study set out general outcomes or topics that provide an overview of the important learnings students accomplish in each course or program. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

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This handbook contains:

- the general outcomes or topics for courses/programs
- selected specific outcomes for most courses/programs
- charts for each subject area showing course sequences. Students generally take the prerequisite in a course sequence, although they may transfer between course sequences. Prerequisites in course sequences are shown by solid arrows; recommended transfer routes between course sequences are shown by broken arrows.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or from the LRC.

Required Courses/Programs. ***Students take:***					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Career and Life Management (CALM)
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Optional Courses/Programs. ***Students select a variety from:***				
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English*	Off-campus Programs	Locally Developed Courses

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

  Students in immersion and bilingual programs also take a number of subjects in the target language.

New Courses for 2005–2006 School Year:

- Career and Technology Studies (CTS)
  - Management and Marketing (E-commerce)
- Chinese Language and Culture 10–20–30
- Chinese Language and Culture 10S–20S–30S
- Cree Language and Culture (K–12 course sequence)
- German Language Arts 10–20–30
- Japanese Language and Culture 10–20–30
- Japanese Language and Culture 10S–20S–30S
- Ukrainian Language and Culture 10–20–30
- Ukrainian Language and Culture 10S–20S–30S
- Ukrainian Language Arts 10–20–30

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Religious Education

Within the context of Catholic high schools, the program of studies in all of its aspects—content, the teaching process, and the total school environment—reflects the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

In Catholic high schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious values and church teaching can be integrated within each course.

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education; that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious Education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith** community which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

Religious Studies 15–25–35: Alberta Youth Search for Meaning

This Religious Studies program was written by the Catholic Religious Studies teachers in response to the needs of students in Alberta Catholic high schools today. The program "Alberta Youth Search for Meaning" is approved by the Bishops of Alberta and is in compliance with the teachings of the Catechism of the Catholic Church. The curriculum strives to engage students in the search for meaning through three major themes: belonging, believing and relating. The program further addresses the study of specific topics through four "windows of authenticity": truth, goodness, the spiritual, and religious community.

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Religious Studies 15—Christ in Culture

The overall aim of the program is *to assist young persons with the help of the gospel, to participate as Catholics in the shaping of our culture. Christ and Culture* brings Canadian culture into conversation with Christ for young people. It explains the terms and concepts of such a conversation. How can such a conversation between the person of Christ and culture take place? What are the partners in the conversation? What are the ways that we converse? Why is such a conversation helpful? To explore this dialogue, *Christ and Culture* focuses on three key elements:

- the human being—the student who enters into the dialogue
- culture and the things that shape culture in Canada
- the person of Christ as he is present and active among us and in us today in the power of the Holy Spirit.

Some schools have not made the transition yet to the *Christ and Culture* program and are still using the *Belonging* units from the *Alberta Search for Meaning* religious studies program. The *Belonging* program is intended:

- to help students identify that belonging is a fundamental need
- to recognize the importance of belonging as it relates to Church history
- to realize that belonging to a community demands something of us: a respect for life, living a moral life, and service.

Religious Studies 25—Believing

Young people search to find answers about themselves, others and God. The beliefs that adolescents hold will greatly influence the choices they make in the future. This course is intended:

- to explore how believing is integral to human living
- to study the Hebrew Scriptures (Old Testament) and Christian Scriptures (New Testament) as the source of our Judeo-Christian faith
- to recognize the importance of Christ's message in the Gospels and how that message challenges us to bring about the reign of God.

Religious Studies 35—In Search of the Good

The aim of *In Search of the Good* is to assist young men to understand themselves as moral persons living the way of Christ through and examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. This aim is grounded in the broader aim of catechesis to foster our students' faith, so that it may be living, conscious and active as they examine how, as Catholics, they may contribute to the good life with and for others in a just society. The aim of *In Search of the Good* is met through these six units:

- mapping the ethical experience
- guided by the light of Revelation
- discovering the good life
- gifted with freedom
- proclaiming justice and mercy
- building a civilization of love.

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Resource-based Program

Teachers will make use of a variety of approved resource books to assist in the delivery of the program. The Program Outline for each grade provides references to specific texts that can be used to teach a particular objective or topic. Throughout the province, variation in student texts will occur, although the course content is consistent in all Catholic high schools. The Catechism of the Catholic Church is a primary resource for teachers and interpreted for students in a manner appropriate to their age and development. Not everything in the Catechism is incorporated, because, as the Catechism itself points out, what is taught must be adapted to the 'differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed.' (#24)

Time Allotment

Each component (RS 15–25–35) of the high school program is designed to be taught in 75 instructional hours. Districts wishing to increase credit offering to 5 credits may do so by including a service component, a retreat experience, and/or by expanding the study of objectives and topics.

Alternative Delivery of Religion Program

Because it is resource based, this program allows for imaginative and creative opportunities for providing students with a variety of learning experience. Districts may wish to be creative, as well, with scheduling and delivery methods in presenting the program.

The Study of Other Religious Traditions

Accreditation for the high school Religious Studies program is granted by Alberta Education. An essential criterion for accreditation of locally developed Religious Studies courses is that at least twenty per cent of the program addresses issues that extend beyond the specific religious tradition reflected in the program. Since the Catholic tradition is inclusive and respectful of other religious traditions, it is appropriate that a religion program in Catholic schools attend to the religious experience of other traditions, Christian and otherwise. "Alberta Youth Search for Meaning" addresses the religious traditions other than Catholic in an integrated way.

Assessment and Marking

Religious educators distinguish four different aspects of learning: knowledge of material, critical thinking and interaction with the material, individual acceptance of the material as meaningful, and actual incorporation into one's personal life. Religion teachers strive to achieve all four outcomes, recognizing however, that some lend themselves to evaluation and grading better than others. Teachers will clarify for themselves what it is that they are marking and how they arrive at the grades. They will clearly and explicitly inform the students how they will be graded. Students will be reassured that their grades are not a function of their belief or disbelief, or of their agreement or disagreement with the teacher on controversial questions.

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Family Dialogue and Participation

The school, through the Religious Studies program, complements parents in their role as primary and principal educators of their children. At the high school level, home and family continue to play a vitally important role in the faith development of young adults. Within the family, seeds of faith have been planted and continue to be nurtured. Family relationships and daily experiences continue to be major factors in shaping the young adults' values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are a critical part of religious formation. The school assists families through a variety of opportunities throughout the years to engage in prayer, liturgy, community service and retreats.

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Required Courses/ Programs

The required courses/programs are the foundation of the senior high school program.

Required Courses/Programs. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Career and Life Management (CALM)
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

English Language Arts (ELA)

View the English language arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english

View English language arts digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

As strong language users, students will be able to meet Alberta's graduation requirements and will be prepared for entry into post-secondary studies or the workplace. Senior high school students must be prepared to meet evolving literacy demands in Canada and the international community.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. They work on the following broad outcomes:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- form tentative understandings, interpretations and positions
- experiment with language, image and structure
- consider new perspectives
- express preferences, and expand interests
- set personal goals for language growth

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

- discern and analyze context
- understand and interpret content
- engage prior knowledge
- use reference strategies and reference technologies
- relate form, structure and medium to purpose, audience and content
- relate elements, devices and techniques to created effects
- connect self, text, culture and milieu
- evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
- appreciate the effectiveness and artistry of print and nonprint texts

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Students will listen, speak, read, write, view and represent to manage ideas and information

- focus on purpose and presentation form
- plan inquiry or research, and identify information needs and sources
- select, record and organize information
- evaluate sources, and assess information
- form generalizations and conclusions
- review inquiry or research process and findings

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication

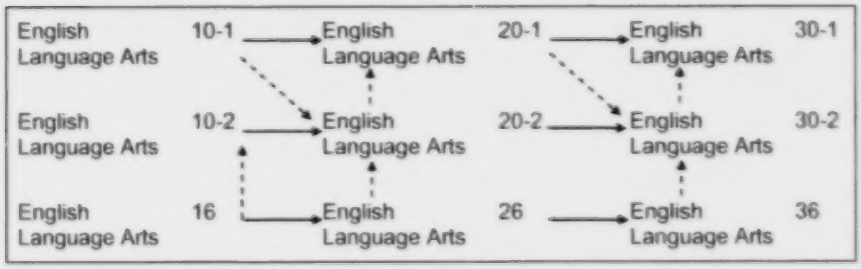
- assess text creation context
- consider and address form, structure and medium
- develop content
- use production, publication and presentation strategies and technologies consistent with context
- enhance thought and understanding and support and detail
- enhance organization
- consider and address matters of choice
- edit text for matters of correctness

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

- use language and image to show respect and consideration
- appreciate diversity of expression, opinion and perspective
- recognize accomplishments and events
- cooperate with others, and contribute to group processes
- understand and evaluate group processes

Overall, there are three course sequences. English Language Arts 10-1, 20-1, 30-1 and English Language Arts 10-2, 20-2, 30-2. English Language Arts 16–26–36 is offered in schools with Integrated Occupational Programming.

Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - -▸). The following course sequences exist for senior high school students:



In Catholic schools, the students are invited to look further and develop a more coherent understanding of what language means as both a Christian event and a human event. Facility with language provides us with the ability to express ourselves and our faith in words, and to communicate, listen, and enter into dialogue and true relationships with others. Higher-level thinking skills of inquiring, reasoning and reporting are recognized as particular gifts from God, bringing with them special responsibilities to use such talents for the good of the community.

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English Language Arts 10-1, 10-2, 20-1, 20-2, 30-1, 30-2 (5 credits each)

At the senior high school level, both course sequences:

- maintain high standards to meet graduation requirements
- require that students write a diploma examination upon completion of the Grade 12 level courses
- feature the six language arts—listening, speaking, reading, writing, viewing and representing
- encourage student metacognition, student self-assessment, and student collaboration and teamwork
- emphasize correct and effective communication in a variety of formats, including communication for pragmatic purposes
- require that one third of the texts studied are authored by Canadians
- connect with some of the information and communication technology outcomes
- emphasize career development directions
- emphasize the importance of context, including purpose, audience and situation, in the student's creation and comprehension of text
- emphasize a definition of "text" that includes oral, print, visual and multimedia forms
- require students to apply inquiry and research skills
- can be used toward the application of the Alexander Rutherford Scholarships for High School Achievement (effective January 2004).

There are, however, important differences between the two course sequences. In general, differences between the two course sequences correspond to differences in student needs, interests and aspirations.

For example, the ELA 10-1, 20-1, 30-1 course sequence provides an opportunity to study texts with an increased emphasis on critical analysis. Texts studied are often "literary" in nature and relate to cultural and societal issues. These courses are designed for students who aspire to careers that require a broader application of skill to a generalized level.

The ELA 10-2, 20-2, 30-2 course sequence provides for the study of texts at a variety of levels of sophistication to meet the needs of students who are more diverse in terms of aspirations and abilities. Texts studied often have specific applications to careers or daily living. The courses focus on developing effective communication strategies and supporting students in enhancing their skills for text study and text creation.

Both ELA 30-1 and 30-2 serve as prerequisites for a senior high school diploma; however, not all post-secondary institutions accept ELA 30-2 for entry. In general, students who plan to attend a post-secondary institution need to familiarize themselves with the entry requirements of the institution and the program they plan to enter.

Completion of English Language Arts 30-1 or 30-2 requires the writing of a provincial diploma examination.

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English Language Arts 16–26–36 (3 credits each)—Integrated Occupational Program

This program is designed for students who have experienced difficulty with English language arts in the regular program and focuses on the need of the learner to experience success. It assists students in meeting the credit and course requirements of the Certificate of Achievement and parallels materials covered in the previous two programs. Students are provided with opportunities to practise functional communication skills for lifelong application. Students should be able to:

- read for a specific, concrete purpose; e.g., follow directions in the completion of a project
- write for clear, practical communication; e.g., a résumé and covering letter
- speak clearly and confidently; e.g., interviewing skills
- view visual communication with evident understanding of the message; e.g., recognizing main ideas in a film
- engage in active listening; e.g., participate appropriately in a discussion.

It is intended that students should be able to successfully apply their English language arts skills, concepts and attitudes to other subject areas.

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Mathematics

View the mathematics subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math

View mathematics digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The aim of mathematics education is to prepare students to:

- communicate and reason mathematically
- use estimation and mental mathematics, where appropriate
- reason and justify their thinking
- select and use appropriate technologies as tools to solve problems
- connect mathematical ideas to other concepts in mathematics, everyday experiences and to other subjects
- appreciate and value mathematics as an integral component of society.

Mathematical skills are recognized in Catholic schools as valuable and necessary tools that serve both personal growth and the world order. Applied to the Christian vocation to build a world of integrity, justice and dignity for all, abstract mathematical skills serve to make it possible for us to better understand our present reality, make responsible choices regarding the future, and perceive the impact of our behaviour and decisions on ourselves, others and the world. Mathematics reflects the genius of the mathematicians who, through the centuries, have developed this largely abstract science. The product of these minds is also a reflection of the glory of God fully alive, in not only the mathematicians but in those who learn from them.

Senior high school students can choose from several mathematics course sequences depending on their preferred learning style and career goals. Applied mathematics emphasizes the application of mathematics and the use of numerical and geometric approaches to solve problems. Pure mathematics emphasizes mathematical theory and the use of algebra and graphing to solve problems. Mathematics 14–24 is designed for students who wish to meet the minimum mathematics requirements for a senior high school diploma. Mathematics Preparation 10 is designed for students who have not met the requirements of junior high school mathematics but desire to take applied or pure mathematics.

Mathematics 16–26 is a course sequence of the Integrated Occupational Program, which leads to a Certificate of Achievement.

Mathematics Programs for Students Entering Senior High School

Students entering senior high school choose programs based on how well they achieved in Grade 9 Mathematics, their interests, career aspirations and post-secondary choices. Students generally take the prerequisite in a course sequence; e.g., Applied Mathematics 10–20–30. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - -▸). The following program sequences exist for students entering senior high school.

Math 9	⟶	Applied Math 10	⟶	Applied Math 20	⟶	Applied Math 30

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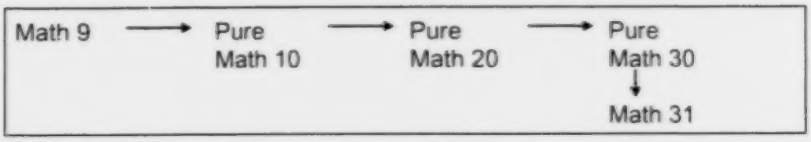
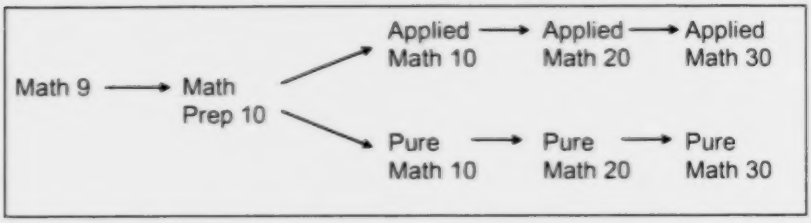
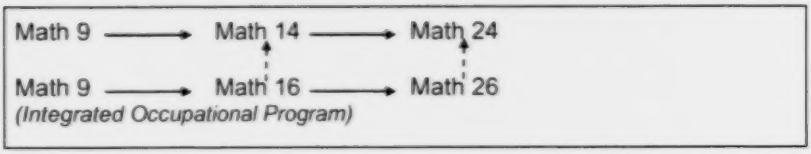






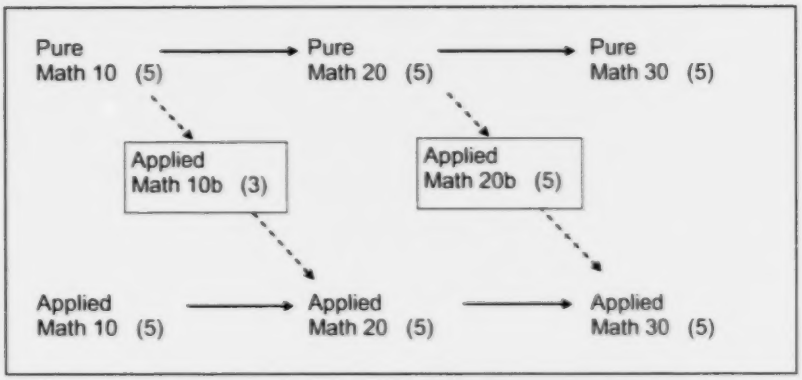
http://www.alis.gov.ab.ca

Each post-secondary institution has its own entrance requirements that may change at any time. Information about post-secondary institutions can be found through the Alberta Learning Information Service (ALIS) Web site.

Students considering post-secondary studies should contact their guidance counsellor before choosing mathematics courses.

Transfer from Pure Mathematics to Applied Mathematics

Students who complete Pure Mathematics can transfer to the Applied Mathematics program sequence at the next level. For example, students who complete Pure Mathematics 10 can transfer to Applied Mathematics 20.


Pure Math 10 (5)
Pure Math 20 (5)
Pure Math 30 (5)
Applied Math 10b (3)
Applied Math 20b (5)
Applied Math 10 (5)
Applied Math 20 (5)
Applied Math 30 (5)

Note: Although the recommended transfers from pure mathematics to applied mathematics are through the bridging courses, in some cases, students may move from the lower level of pure mathematics to the next level of applied mathematics serving the student's best interests.

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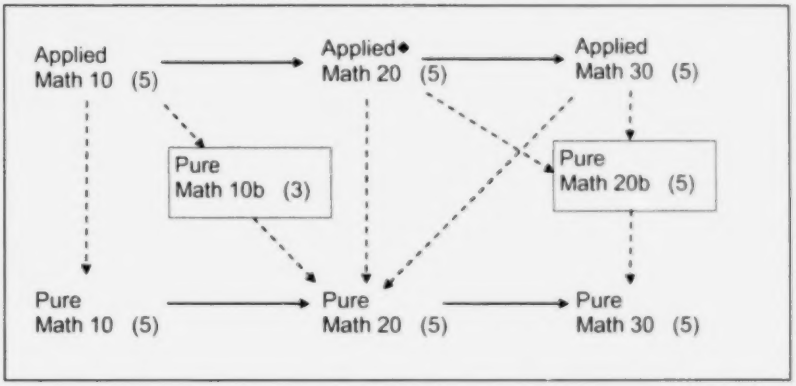
Transfer from Applied Mathematics to Pure Mathematics

Students who complete Applied Mathematics are recommended to move into the Pure Mathematics program at the same level. Students who pass Applied Mathematics 20 may transfer to Pure Mathematics 20. (The student needs to have a mark of 75% or better.)



◆ A mark of 75% or greater in Applied Mathematics 20 is recommended for students transferring to Pure Mathematics 20.

Applied Mathematics 10–20–30 and Pure Mathematics 10–20–30 (5 credits each)

These courses are based on two parallel program sequences, one in Applied Mathematics and one in Pure Mathematics, with some material common to both sequences. In Applied Mathematics 10–20–30, emphasis is placed on applications of mathematics rather than on precise mathematical theory. The approaches used are primarily numerical and geometrical; algebraic and graphical methods are used when the contexts require them. In Pure Mathematics 10–20–30, emphasis is placed on mathematical theory. The approaches used are primarily algebraic and graphical; computational methods are used when the contexts require them.

Applied Mathematics 10/ Pure Mathematics 10 (5 credits each)

Students in **Applied Mathematics 10 and Pure Mathematics 10** study:

- spreadsheets for number tables and patterns
- line segments and straight line graphs
- scales, triangles and statistical surveys.

Students in **Applied Mathematics 10** study:

- data tables and trends
- imperial and metric measurement.

Students in **Pure Mathematics 10** study:

- operations on exponents, polynomials and rational expressions
- irrational numbers and growth patterns.

Applied Mathematics 10b/ Pure Mathematics 10b (3 credits each)

Students in **Applied Mathematics 10b** study those topics required to transition from **Pure Mathematics 10** to **Applied Mathematics 20**.

Students in **Pure Mathematics 10b** study those topics required to transition from **Applied Mathematics 10** to **Pure Mathematics 20**.

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Applied Mathematics 20/ Pure Mathematics 20 (5 credits each)

Students in **Applied Mathematics 20 and Pure Mathematics 20** study:

- financial and consumer mathematics
- quadratic functions
- geometry of the circle.

Students in **Applied Mathematics 20** study:

- design and layout
- data presentation and inference
- inequalities and linear programming.

Students in **Pure Mathematics 20** study:

- solutions to nonlinear equations and linear systems
- operations on functions, including polynomial functions
- mathematical reasoning and proof.

Applied Mathematics 20b/ Pure Mathematics 20b (5 credits each)

Students in **Applied Mathematics 20b** study those topics required to transition from **Pure Mathematics 20** to **Applied Mathematics 30**.

Students in **Pure Mathematics 20b** study those topics required to transition from **Applied Mathematics 20** to **Pure Mathematics 30**.

Applied Mathematics 30/ Pure Mathematics 30 (5 credits each)

Students in **Applied Mathematics 30 and Pure Mathematics 30** study:

- statistics of the normal curve.

Students in **Applied Mathematics 30** study:

- vectors and matrices
- sinusoidal models
- financial analysis
- process design and costing.

Students in **Pure Mathematics 30** study:

- algebraic transformations
- permutations, combinations and probability
- circular functions
- exponential and logarithmic functions
- conic sections.

Completion of Applied Mathematics 30 or Pure Mathematics 30 requires the writing of a provincial diploma examination.

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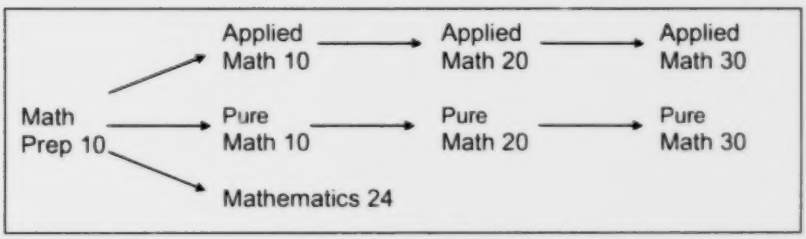
Mathematics Preparation 10 (3 or 5 credits)

This course is designed for students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits. The content is based on the general outcomes for Grade 9 mathematics, with flexibility for also addressing Grade 7 and Grade 8 outcomes, based on student need.

Students in Mathematics Preparation 10 study the following topics:

- algebra
- proportion, ratio and per cent
- fractions
- problem solving
- number skills
- use of technology.

Students who successfully complete Mathematics Preparation 10 may enter into Applied Mathematics 10, Pure Mathematics 10 or Mathematics 24.



Mathematics 31 (5 credits)

This is a highly advanced course designed for students entering post-secondary programs that recommend or stipulate calculus as an entrance requirement. It is desirable that students complete Pure Mathematics 30 before taking Mathematics 31. In some circumstances, students may take Pure Mathematics 30 and Mathematics 31 in the same semester. The Mathematics 31 curriculum is comprised of the following required components and their related outcomes:

- precalculus and limits
- derivatives and derivative theorems
- applications of derivatives
- integrals, integral theorems and integral applications.

At least one of the following elective components is included in the Mathematics 31 curriculum:

- calculus of exponential and logarithmic functions
- numerical methods
- volumes of revolution
- applications of calculus to physical sciences and engineering
- applications of calculus to biological sciences
- applications of calculus to business and economics
- calculus theorems
- further methods of integration.

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Mathematics 14–24 (5 credits each)

View mathematics digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

This sequence is designed for students whose needs, interests and abilities focus on basic mathematical understanding. The emphasis is on the acquisition of practical life skills, and students are provided with opportunities to improve their skills in working with mathematics.

The mathematics outcomes for both courses are organized into:

- problem solving
- numeration
- geometry
- measurement.

Students in Mathematics 14 also study:

- ratio and proportion
- statistics and probability
- algebra and graphing.

Students in Mathematics 24 apply mathematics in the contexts of:

- work
- banking
- transportation
- accommodation
- cost of independence.

Mathematics 16–26 (3 credits each)—Integrated Occupational Program

The Mathematics Integrated Occupational Program is designed to assist students in developing the essential concepts, skills and attitudes of mathematics that are required for responsible participation in the home, the school, the workplace and the community.

The following strands are common to both courses, with the 26 level building on the 16 level:

- problem solving
- use of technology
- computation
- number systems and operations
- ratio, proportion and per cent
- geometry and measurement
- data interpretation and display
- algebra.

Students in Mathematics 26 also study:

- powers and square roots
- work within a coordinate system
- basic probability.

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Science

View the science subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/science

View science digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The aim of the senior high school science program is to help students attain the scientific awareness needed to be effective members of society. The components included are attitudes, scientific knowledge, mathematical/laboratory skills, critical thinking skills, and connections to science, technology and society. Students are expected to be able to operate in the framework of scientific inquiry as they develop their problem-solving abilities and use technology appropriately.

Within the context of the Catholic high school every effort is made to help the students explore the relationship between science, technology, society and our responsibility to act justly and work toward a more loving society. By emphasizing the need for balance between scientific thought and a concern for humanity, students are encouraged to reflect on the role they play in helping create the peaceful and loving society envisioned by Christ. In this context issues related to morals, ethics, stewardship, responsible choices for the enhancement of life and respect for creation, are integrated into the science curriculum.

Learning opportunities are made meaningful so students can relate science to their lives in and out of the classroom. This encourages an interest in science as a lifelong learning experience.

The program consists of many courses. Students have several choices depending on their interests, abilities and future goals, as shown in the following prerequisites chart. Students generally take the prerequisite in a course sequence; e.g., Science 10, Biology 20–30. This route is designated by solid arrows (——►). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - -►).

These courses lead to an Alberta High School Diploma:

- Science 10 — Academic Integrated Science
- Biology 20–30 — Academic Specialty Science
- Chemistry 20–30 — Academic Specialty Science
- Physics 20–30 — Academic Specialty Science
- Science 20–30 — Academic Integrated Science
- Science 14–24 — General Science

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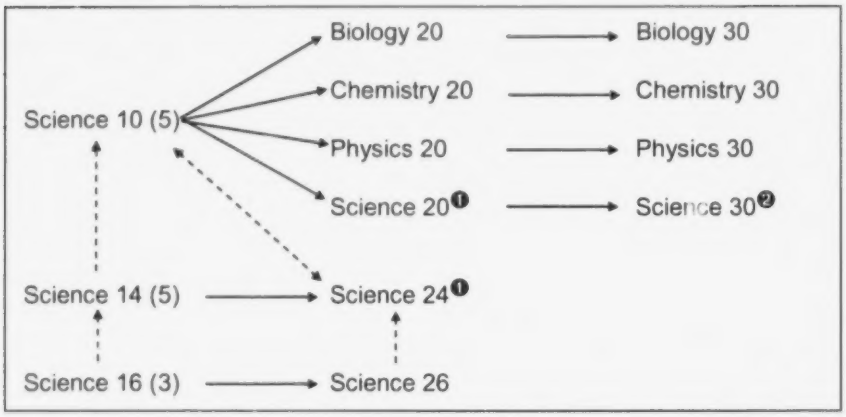
These courses lead to a Certificate of Achievement:
Science 16–26 Integrated Occupational Program Science



❶ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may move from Science 24 to 20-level courses serving the student's best interests.

❷ Students who have passed Biology 20, Chemistry 20, Physics 20 or Science 20 (50% or greater) may enroll in Science 30.

All senior high school science courses are centred around general learner expectations for:

- attitudes: enthusiasm for, and continuing interest in science
- knowledge: understanding of the fundamental concepts of science
- skills: scientific inquiry and appropriate use of technology
- **S**cience, **t**echnology and **s**ociety (STS) connections: how scientific knowledge develops, solving problems and making choices.

Components of the science program involve understanding the methods by which scientific knowledge is developed and issues in society that arise from scientific discovery and technological application. Some material covered in the programs of study and assessed on the diploma examinations requires students to apply scientific knowledge to contexts involving the nature of science and its impact on society. Biology 20–30 and units of Science 10–20–30, for instance, may include dissection (actual or simulated) and information gained through animal experimentation. Students, together with their parents/guardians, may want to review the content of various science programs before making a final choice regarding the courses in which the student will participate.

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Science 10 (5 credits)

This academic course provides students with a unified view of the biological, chemical, physical and earth sciences and an awareness of the connections among them. **Science 10 is the prerequisite for all the academic sciences.**

The four topics covered are:

- Energy and Matter in Chemical Change
- Energy Flow in Technological Systems
- Cycling of Matter in Living Systems
- Energy Flow in Global Systems.

Biology 20–30 (5 credits each)

This academic program explores the interactions of living systems with one another and with their environment. In Biology 20, the underlying theme is energy and matter exchange. In Biology 30, the emphasis is on adaptation and change.

Biology 20

The four topics covered are:

- The Biosphere
- Energy Flows and Cellular Matter
- Energy and Matter Exchange in Ecosystems
- Energy and Matter Exchange by the Human Organism.

Biology 30

The four topics covered are:

- Systems Regulating Change in Human Organisms
- Reproduction and Development
- Cells, Chromosomes and DNA
- Change in Populations and Communities.

Completion of Biology 30 requires the writing of a provincial diploma examination.

Chemistry 20–30 (5 credits each)

This academic program is designed to study matter and its changes. Students, through the study of Chemistry 20–30, are given an opportunity to explore and understand the natural world and to become aware of the profound influence of chemistry on their lives.

Chemistry 20

The four topics covered are:

- Matter as Solutions, Acids, Bases and Gases
- Quantitative Relationships in Chemical Changes
- Chemical Bonding in Matter
- The Diversity of Matter: An Introduction to Organic Chemistry.

Chemistry 30

The three topics covered are:

- Thermochemical Changes
- Electrochemical Changes
- Equilibrium, Acids and Bases in Chemical Changes.

Completion of Chemistry 30 requires the writing of a provincial diploma examination.

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Physics 20–30 (5 credits each)

This academic program is designed to study matter and energy and their interactions. Physics 20–30 helps students understand the physics principles behind the natural events they experience and the technology they use in their daily lives.

Physics 20

The four topics covered are:

- Kinematics and Dynamics
- Circular Motion and Gravitation
- Mechanical Waves
- Light.

Physics 30

The four topics covered are:

- Conservation Laws
- Electric Forces and Fields
- Magnetic Forces and Fields
- Nature of Matter.

Completion of Physics 30 requires the writing of a provincial diploma examination.

Science 20–30 (5 credits each)

The Science 20–30 program is designed for the student who is interested in science but does not require specific courses in biology, chemistry or physics for post-secondary education.

Science 20

The four topics covered are:

- The Changing Earth
- Changes in Living Systems
- Chemical Changes
- Changes in Motion.

Science 30

The four topics covered are:

- Living Systems Respond to Their Environment
- Chemistry in the Environment
- Electromagnetic Energy
- Energy and the Environment.

Completion of Science 30 requires the writing of a provincial diploma examination.

Science 14–24 (5 credits each)

This general program allows students to meet the credit requirements in science for an Alberta High School Diploma and also provides opportunities for transfer into the academic program. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives.

Science 14

The four topics covered are:

- Investigating Properties of Matter
- Understanding Energy Transfer Technologies
- Investigating Matter and Energy in Living Systems
- Investigating Matter and Energy in the Environment.

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Science 24

The four topics covered are:

- Applications of Matter and Chemical Change
- Understanding Common Energy Conversion Systems
- Disease Defence and Human Health
- Motion, Change and Transportation Safety.

Science 16–26 (3 credits each)—Integrated Occupational Program

Using a practical approach, this program meets the science requirements of the Integrated Occupational Program. It is designed to enable students to develop entry-level vocational abilities and to recognize the need for lifelong learning. Each of the four themes provides hands-on learning experiences.

Science 16

The four topics covered are:

- Systems of the Human Body
- Chemistry for the Consumer
- Using Systems and Technologies
- Caring for Environment and Resources.

Science 26

The four topics covered are:

- Personal Health and Lifestyle
- Materials We Use
- Technology in Transportation
- Energy and the Environment.

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Social Studies

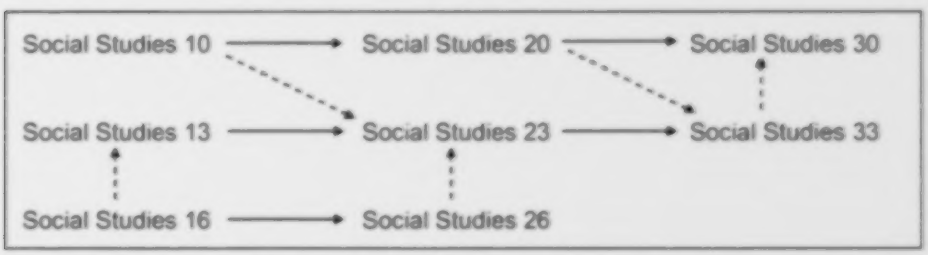
View the social studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/

View social studies digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The ultimate goal of social studies is responsible citizenship. The responsible citizen is one who is knowledgeable, purposeful and makes responsible choices. Basic to the goal of responsible citizenship is the development of critical thinking. The inquiry process, communication, participation and technological skills are emphasized in order to foster critical thinking.

The integration of the social studies curriculum and the Church's social teachings is central to a Catholic student's education. In Catholic schools, social studies encompass a view of the person and society as perceived through the eyes of Christ and His Church. The Church's teachings present the individual as a unique creature of God, living ideally in caring and loving relationships with oneself, others and God. It is recognized that with the gift of free will, individual and communal choices are made. In many instances our choices help build a better world, but in many other circumstances they lead to a breakdown in relationships, sometimes on a catastrophic scale. Education and formation within the Catholic school strives to help students make responsible choices that will help shape our world and society in the likeness of the Kingdom of God.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. Current affairs add considerably to the relevance, interest and immediacy of the material and help to foster lifelong learning skills.



Note: Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

There are three programs in the social studies curriculum. Students generally take the prerequisite in a course sequence; e.g., Social Studies 13–23–33. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - -▸).

In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two course sequences have been developed for this program: Social Studies 10–20–30 and Social Studies 13–23–33. Although the content, skills and attitudes are similar for these two sequences, the expectations for Social Studies 10–20–30 are more challenging, particularly in the depth of concept development, the level of critical and creative thinking, and inquiry skill development. The nature of the approved student resources differs for each sequence.

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Social Studies 16–26 has been developed within the Integrated Occupational Program to address the needs of students who learn best through concrete, real-life experiences.

Social Studies 10–20–30 (5 credits each)

Social Studies 10: Canada in the Modern World

This course emphasizes the study and appreciation of Canada and the forces and events that have influenced Canada's development. The course also illustrates how responsible citizenship requires an understanding of the structure and function of government. This includes an examination of:

- development of Canada
- national identity
- structure and function of government
- responsible participation
- sovereignty
- regionalism
- citizenship.

Social Studies 20: The Growth of the Global Perspective

Students examine how the modern world has been influenced by major ideas and forces that have emerged from nineteenth century experience and how economic growth and development have led to increased global interdependence. This course illustrates why a responsible global citizen needs to be aware of the effect history and economic growth have on the interaction of nations. This includes an examination of:

- nationalism
- imperialism
- diversity
- interdependence
- quality of life
- industrialization
- international rivalries and conflict
- disparity
- economic development
- alternative futures.

Social Studies 30: The Contemporary World

Students are given an opportunity to acquire an understanding of world political and economic systems, the roles of individuals and groups within these systems, and how these systems have struck a balance between collective good and individual interest. Upon completion of the program, students are expected to be able to understand consequences and alternative choices in twentieth century global interactions since the First World War. This includes an examination of:

- twentieth century global interactions
- motive, consequences and alternative choices
- political and economic systems.

Completion of Social Studies 30 requires the writing of a provincial diploma examination.

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Social Studies 13–23–33 (5 credits each)

Social Studies 13: Canada in the Modern World

Students examine some of the forces and factors that have shaped Canada and developed its unique identity. Students gain an understanding of the rights and responsibilities of citizenship. This includes an examination of:

- identity
- citizenship
- participation in politics and society
- sovereignty
- rights and responsibilities.

Social Studies 23: The Growth of the Global Perspective

Students are presented with the opportunity to understand the impact of new ideas and changes, past and present, on society. Students recognize the diversity and interrelatedness of the world. This includes an examination of:

- nationalism
- egalitarianism
- interdependence
- disparity
- economic development
- industrialization
- quality of life
- diversity
- alternative futures.

Social Studies 33: The Contemporary World

Students are given an opportunity to acquire an understanding of major political and economic ideas and systems so they can participate as effective and responsible citizens.

Upon completion of the program, students are expected to be able to understand and appreciate how nations have sought to protect and promote their national interests; how individuals and groups contribute to, and are affected by, global interactions; and how these interactions have consequences for their lives and the global community. This includes an examination of:

- political and economic systems
- global interactions in the twentieth century.

Completion of Social Studies 33 requires the writing of a provincial diploma examination.

Social Studies 16–26 (3 credits each) Integrated Occupational Program

Social Studies 16

Students gain an understanding of the rights and responsibilities for participation in the Canadian political process and Canadian society. They learn to relate rights, responsibilities and laws to the workplace. This includes an examination of:

- decision making
- resolving disagreement
- Canadian government
- participatory citizenship
- employment
- personal economics
- power and influence
- rights and responsibilities
- tolerance versus prejudice and discrimination.

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Social Studies 26

Students gain an understanding of their personal, regional and Canadian identities and how these relate to each other. Students also examine the influence of the global community on Canada and on individual Canadians, and the trends that may influence individual career choices. This includes an examination of:

- Canadian community
- Canadian identity
- historical development
- international involvement
- influences on employment opportunities
- Canadian diversity
- cultural interaction
- Canadian security
- employment opportunities
- community partnerships.

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

The ICT Program of Studies is organized by division. The following is a sample of the Division 4 learning outcomes that students are expected to meet by the end of Grade 12.

Communicating, Inquiring, Decision Making and Problem Solving

- plan and perform complex searches using more than one electronic source
- assess the authority, reliability and validity of electronically accessed information

Foundational Operations, Knowledge and Concepts

- respect ownership and integrity of information
- identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication

Processes for Productivity

- select and use, independently, multimedia capabilities for presentations in various subject areas
- integrate a variety of visual and audio information into a document to create a message targeted for a specific audience

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Career and Life Management (CALM)
(3 credits)

View the career and life management page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/default.asp

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core program for health literacy at the senior high school level in Alberta.

In Catholic schools, students are helped to understand that our careers and our professional lives are the context in which we live out our Christian faith and have the opportunity to serve others. Every action on behalf of charity and justice is integral to the Gospel message. Students are encouraged to seek the guidance and support of God in their lives, both in decision making and in lifestyle choices.
The CALM program focuses on personal development in the following three areas.

Personal Choices

- apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

Resource Choices

- make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

Career and Life Choices

- develop and apply processes for managing personal, lifelong career development.

Exemptions from CALM

For students who are not at the age of majority or living independently, parents have the right to exempt their children from school instruction in human sexuality education by submitting a letter to the school indicating their intention to do so. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction at the request of their parents. Students must complete the remainder of the course in order to receive credits.

Students may be exempted completely from CALM for only two reasons: out-of-province Grade 12 students transferring into Alberta schools; religious beliefs.

Parents should contact the principal of the school about these exemptions.

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Physical Education 10
(3, 4 or 5 credits each)

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a strategy for managing life challenges and fostering a desire in students to participate in lifelong physical activity.

Within the Catholic high school, some of the values integrated into the physical education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

The following learning outcomes are selected from the Grade 10 Physical Education Program of Studies.

Activity

- apply and refine locomotor, nonlocomotor and manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills

Benefits Health

- design, analyze and modify nutrition programs that will positively affect performance in physical activity
- acknowledge and analyze the media and peer influences on body image

Cooperation

- discuss issues related to positive athletic/active living role models
- develop and apply practices that contribute to teamwork

Do It Daily ... for Life!

- select and apply rules, routines and procedures of safety in a variety of activities
- analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Students exempted from the Physical Education 10 requirement still are to present the total number of credits required for graduation.

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Physical Education Online

http://www.education.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.

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Optional Courses/ Programs

In addition to required courses, students will select from a variety of optional courses. Optional courses are designed to reinforce learnings in core courses, and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional courses offered varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

Optional Courses/Programs. *Students select a variety from:*				
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English*	Off-campus Programs	Locally Developed Courses

Aboriginal Studies 10–20–30

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/abor102030.pdf

This three-course sequence provides students with a framework to understand diverse Aboriginal cultures within their region, Canada and the world. The term "Aboriginal" refers to First Nations, Métis and Inuit. The courses are based on Aboriginal worldviews and experiences and include the following concepts:

- Aboriginal history is unique and needs to be shared with all Albertans
- Aboriginal values and beliefs are relevant to global issues
- Aboriginal peoples have strong, diverse and evolving cultures that have adapted to a changing world.

There are four themes identified in each course.

The four themes in Aboriginal Studies 10 are:

- Origin and Settlement Patterns
- Aboriginal Worldviews
- Political and Economic Organization
- Aboriginal Symbolism and Expression.

The four themes in Aboriginal Studies 20 are:

- The Métis: Conflict and Cultural Change
- Treaties and Cultural Change
- Legislation, Policies and Cultural Change
- Schooling and Cultural Change.

The four themes in Aboriginal Studies 30 are:

- Aboriginal Rights and Self-government
- Aboriginal Land Claims
- Aboriginal Peoples in Canadian Society
- Aboriginal World Issues.

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Career and Technology Studies (CTS)

View the career and technology studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/cts/

View the Multimedia CTS Project on the LearnAlberta.ca Web site at http://www.learnalberta.ca/

View CTS digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. CTS helps junior high and senior high school students to:

- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- use technology (processes, tools and techniques) effectively and efficiently
- apply and reinforce learnings developed in other subject areas
- prepare for entry into the workplace or further learning.

In the Christian tradition, work is seen basically as cooperation and participation in the creative work of God. The dignity of one's work comes from the essential dignity of the worker in the sight of God. In Catholic schools, work, the creative use of our gifts and talents, and the application of skills for the good of the community, are recognized as essential aspects of each Christian's vocation to share in the building of a just society for all people.

The CTS curriculum is organized into 22 strands. Each strand represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each strand, and they define what a student is expected to know and be able to do.

New courses for the 2005–2006 school year include:

- Management & Marketing
  - E-commerce 1
  - E-commerce 2
  - E-commerce 3

The 22 Career and Technology Studies program strands are:

Agriculture	Fashion Studies
Career Transitions	Financial Management
Communication Technology	Foods
Community Health	Forestry
Construction Technologies	Information Processing
Cosmetology Studies	Legal Studies
Design Studies	Logistics
Electro-Technologies	Management and Marketing
Energy and Mines	Mechanics
Enterprise and Innovation	Tourism Studies
Fabrication Studies	Wildlife

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Fine Arts

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/default.asp

The fine arts program, comprised of art, drama and music, encourages and develops personal expression through artistic activities. These programs encourage students to appreciate, understand, create, critique and, most of all, enjoy the products of their own making. The programs provide the opportunity for students to use not only their minds but also their voices, hands and bodies. Art, drama and music enhance the core senior high school experiences and cultivate well-rounded individuals. Content and opportunities within these programs depend upon the resources available to each school.

In the Catholic high school, music and dance, drama and the visual arts are seen as more than just artistic forms; they are also conduits of religious feelings, imagination and understanding. The fine arts use of the religious symbol and their capacity to evoke religious meaning from material creation ensure their value as pathways to the sacred. Art, drama and music, therefore, are seen as enhancing the student's high school experiences. They are integral to the formation of students as confident, perceptive, and truly 'whole' persons capable of creatively expressing themselves and their Catholic faith.

Art

Art 10 → (3, 4 or 5 credits)	Art 20 → (3, 4 or 5 credits)	Art 30 (5 credits)
Art 11 → (3, 4 or 5 credits)	Art 21 → (3, 4 or 5 credits)	Art 31 (5 credits)

Art 10–20–30

This sequence of general art courses is primarily a studio-based program emphasizing a variety of media. Students have the opportunity to explore visual expression and establish the groundwork for artistic skills. The program consists of three general areas of visual learning:

- drawings: how visual information is seen and presented; developing technical and critical skills
- compositions: how images are designed; creating meaning visually
- encounters: how visual images evoke responses and interpretation; exploring art across history and tradition.

Art 11–21–31

This sequence of courses is primarily a nonstudio-based program, examining the role of art in our lives, how we create it, and how we react to it. Rather than creating art, the focus is on how and why art has become a central part of our world. The student is given the opportunity to assume the role of insightful critic and art historian. The program consists of three general areas of learning in visual art:

- function: how images are used to express and reflect society's values, beliefs and issues
- creation: the achievements and methods of artists throughout history and in different cultures
- appreciation: how the visual qualities in works of art are seen and responded to.

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Drama

Drama 10	→	Drama 20	→	Drama 30
(3 or 5 credits)		(3 or 5 credits)		(5 credits)

Drama 10–20–30

Drama 10–20–30 includes eight distinct disciplines, each with its own particular goals and study requirements. Drama provides the opportunity for a thorough introduction to the theatre experience, developing both technical and performance-based skills. Similar to all fine arts programs, drama develops personal expression but goes further by teaching the skills needed to work creatively with others. The following disciplines may be part of a drama program.

- Movement
- Speech
- Improvisation
- Acting
- Theatre Studies
- Technical Theatre Design
- Playwriting
- Directing

Music

Instrumental Music 10	→	Instrumental Music 20	→	Instrumental Music 30
(3 or 5 credits)		(3 or 5 credits)		(5 credits)
Choral Music 10	→	Choral Music 20	→	Choral Music 30
(3 or 5 credits)		(3 or 5 credits)		(5 credits)
General Music 10	→	General Music 20	→	General Music 30
(3 or 5 credits)		(3 or 5 credits)		(3 or 5 credits)

Instrumental Music 10–20–30 and Choral Music 10–20–30

Through Instrumental Music 10–20–30 and Choral Music 10–20–30, the student develops musical abilities by playing/singing, listening, reading and creating music. These programs consist of three general areas of learning:

- performing: how musical skills are developed; building knowledge and awareness
- listening: how music is understood; appreciating musicians throughout history
- composing: how musical compositions are created; organizing elements of music.

General Music 10–20–30

General Music 10–20–30 is ideal for students interested in nonperformance-based musical experiences. Students are required to complete the following components:

- theory: how and why music is produced; appreciating the theory, the history and the sound of music
- music making: music performance leading to self-evaluation; encountering music by playing
- electives: may include the following: Composition, History of Western Music, Music and Technology, World Music, Careers in Music, Jazz Appreciation, Popular Music.

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Music – Private Study

http://www.education.gov.ab.ca/educationguide/guide.asp?id=051586

Students may be eligible for senior high school credits through successful completion of music courses by private study, through Conservatory Canada, the Royal Conservatory of Music or Mount Royal College, Calgary. Consult the student's school for further information.

Physical Education 20–30
(3, 4 or 5 credits each)

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. These optional courses continue to emphasize active living, with a focus on physical activity that is valued and integrated into daily life. A wide variety of activities, often with use of community facilities, are offered. All learning outcomes are met through physical activity as a strategy for managing life challenges and fostering a desire in students to participate in lifelong physical activity.

Activity
- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits

Benefits Health
- understand, experience and appreciate the health benefits that result from physical activity

Cooperation
- interact positively with others

Do It Daily ... for Life!
- assume responsibility to lead an active way of life

Languages Other than English

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

http://www.education.gov.ab.ca/languages/ToolKit.asp

Alberta provides a number of language study opportunities that help to develop individual potential and better prepare students for daily living and the challenges of an international world of work and travel. These programs allow students to acquire language skills in situations that reflect life experiences. Students who take second language programs may continue to use their language skills in work, community, educational or travel settings. Placement in senior high school language programs depends upon individual language proficiency. Students receive 5 credits for 125 hours of course work.

Immersion language programs at the senior high school level are usually extensions of programs begun at the elementary level, often called Early Immersion, or at the junior high school level, often called Late Immersion. Bilingual programs are partial immersion programs that generally begin at the elementary level.

In a Catholic school, students are encouraged through language study to respect the dignity of all people and discover the inherent unity of all nations. Our unique languages and cultures serve as differing expressions of our shared, graced humanity. The study of languages opens avenues of communication and dialogue between peoples and serves to break down barriers of silence and misunderstanding within the human family.

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Blackfoot Language and Culture 10–20–30 (5 credits each)
Cree Language and Culture 10–20–30 (5 credits each)

The Blackfoot and Cree Language programs are in three-course sequences at the senior high school level; however, students may begin study at an earlier age. The objective of the programs is functional fluency in Blackfoot or Cree languages and an appreciation of the oral tradition of Aboriginal peoples. The contributions of Elders and other community members are an important aspect of each program.

French Immersion

View French digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

This is a program in which French is the language of instruction for a significant part of the school day; that is, several or all subjects are taught in French. Immersion is designed for students whose first language is not French. The objective is acquiring functional fluency in French, as well as an understanding and appreciation of the French culture while maintaining full mastery of the English language. The expected outcome is related to the total amount of exposure to the language. Students continue to take French language arts and receive instruction in French in at least one other 5-credit course. French language versions of most senior high school courses are available. Students taking courses that have diploma examinations may write these examinations in French or in English.

French Language Arts (FLA) 10–20–30/ 10-2, 20-2, 30-2 (5 credits each)

http://www.education.gov.ab.ca/french/FLA/abrege/IMM10_12.pdf

At the senior high school level, the French language arts program of studies aims to develop the students' ability to think critically and analytically so that they react appropriately to the contents and techniques of what they read or view. Viewing and analyzing media help students cultivate an appreciation of the cultural reality of the Canadian and international *"Francophonies."*

Built on the same framework as the FLA 10–20–30 program of studies, the FLA 10-2, 20-2, 30-2 program is designed to meet the French language learning needs of French Immersion students and to help students:

- acquire knowledge and basic strategies in oral communication, reading and writing
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- develop a positive attitude toward learning and communicating in the French language.

Compared to the FLA 10–20–30 program, the abstraction level in the FLA 10-2, 20-2, 30-2 strand is lower, and the outcomes outline in a more explicit way steps for students to follow when planning, overviewing or monitoring their projects. For example, charts, outlines and diagrams are provided to support students in completing their tasks.

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The French language arts program increases student awareness of the elements that ensure message clarity, such as exact, precise words and expressions and increasingly complex, correct sentences. Students learn to respect the basic language rules in both classroom oral exchanges and written projects. The acquisition of a solid language basis allows them to better understand, clarify and express abstract thoughts. The program is intended to develop their ability to plan and monitor their communication projects, whether they are working individually or with partners in the classroom.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (genre) and choose the most effective means of taking notes and acquiring in-depth knowledge of a topic.

In **reading comprehension**, students continue to develop their ability to read by tackling increasingly complex texts. They increase their ability to analyze text characteristics in order to better understand its internal organization (genre) and take into account the information gathered on the author and the author's intent before reading a text.

In **oral production**, students learn the vocabulary and syntax that will enable them to express themselves in various contexts. They develop the ability to plan projects by taking into account the characteristics of the audience and using various means to interact effectively in a discussion.

In **writing**, students learn to organize and express their ideas clearly, while still respecting the rules of internal organization of texts (genre) and of spelling. They also learn to edit their own texts using various reference works.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

At the senior high school level, learning occurs primarily:

In **oral comprehension** through:
- group work situations
- listening to newspaper and magazine articles, short stories or chapters from plays or novels
- listening to audio texts, such as songs, poems and documentaries
- viewing audiovisual material.

In **reading comprehension**:

Teachers will select, for their students, texts:
- dealing with information, opinion and current events
- from the imaginary world; e.g., novels, plays and songs
- that are explanatory, analytical and argumentative.

To develop reading strategies, students learn to read and understand a text by taking into account its organization (e.g., explanatory, analytical and argumentative) and developing various ways of annotating a text.

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In **oral production**:

The proposed situations should allow students to demonstrate what they already know about a given subject, or to express their opinions based on examples from their readings and discussions. The topics chosen for the presentations may be from another area of study.

The presentations and discussions should be well structured, with emphasis on:

- the use of expressions or words to describe events, projects and experiences
- the use of expressions or words to indicate clearly their point of view or to express nuances
- planning to take into account the particular characteristics of the audience
- effective intervention monitoring in an interactive situation.

Emphasis on *discussion* enables students to continue to develop their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities with respect to the given task.

In **writing**:

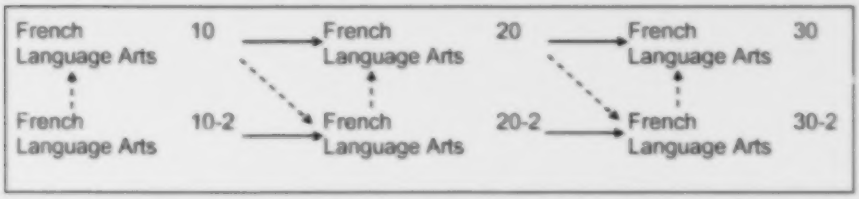
Students learn to write argumentative texts, text summaries and argumentative/analytical texts.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- developing a plan based on procedures appropriate for the genre
- consulting reliable sources to ensure text quality
- modifying certain components of the text to render it more precise or to enrich it
- verifying the effectiveness of the procedures used
- respecting the language mechanisms to be mastered at each level
- using reference works effectively
- assessing their ability to evaluate their efficiency in managing or monitoring certain elements of the task.

Overall, there are two course sequences. French Language Arts 10–20–30 and French Language Arts 10-2, 20-2, 30-2.

Students generally take the prerequisite in a course sequence; e.g., French Language Arts 10–20–30. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - ⟶).
The following course sequences exist for senior high school students:



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Completion of French Language Arts 30 requires the writing of a provincial diploma examination.

At this time, Alberta Education is exploring the possibility of developing a pilot FLA 30-2 diploma examination. Meanwhile, students registered for FLA 30-2 will have to complete an end-of-course examination developed at a school level.

At the senior high school level, both course sequences place a great deal of emphasis on the acquisition of the strategies necessary to become effective and efficient listeners, readers, speakers and writers. Information and Communication Technology learning outcomes and outcomes promoting an appreciation for the French language and culture have been infused in the French language arts program of studies.

There are, however, some important differences between the two course sequences.

In general, differences between the two course sequences correspond to differences in student needs, interests and aspirations.

For example, compared to the FLA 10–20–30 course sequence, the abstraction level in the FLA 10-2, 20-2, 30-2 sequence is lower, and the outcomes outline in a more explicit way steps for students to follow when planning, overviewing or monitoring their projects. For example, charts, outlines, diagrams are provided to support students in completing their tasks.

Both course sequences are designed for entry into universities or colleges and technical schools. However, not all post-secondary institutions accept FLA 30-2 for entry. In general, students who plan to attend a post-secondary institution need to familiarize themselves with the entry requirements of the institution and the program they plan to enter.

French as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/fsl/default.asp

French 13–**10–20–30**–31a–31b–31c
Course sequence in bold print refers to the minimum standard expected upon completion of a senior high school French as a second language program.

The French as a second language program at the senior high school level consists of seven courses. French 13 and 10 are beginning level courses, French 20 and 30 are intermediate level courses and French 31a, 31b and 31c are advanced level courses. Placement in a French as a second language course depends upon language proficiency at the entry levels. For example, a student who has already mastered the beginning level of French before entering senior high school may be placed in French 20 instead of French 10. While the high school leaving level is usually French 30, an advanced proficiency program is also available in some schools. This program consists of French 31a, 31b and 31c.

These courses are sequential, and students demonstrate the appropriate language proficiency before proceeding to the next level.

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French 13–10 (Beginning Level Courses), French 20–30 (Intermediate Level Courses)—5 credits each

Students produce and comprehend:

French 13: simple spoken and written statements, using a basic vocabulary
French 10: a greater variety of spoken and written statements
French 20: a series of interrelated ideas on a familiar topic in structured situations
French 30: both simple and complex statements on a variety of topics in both structured and unstructured situations.

French 31a–31b–31c (5 credits each)

Students develop advanced level language skills, by:

French 31a: providing main points and supporting details, and understanding and interpreting the main points of a communication
French 31b: generating more complex ideas in a coherent way through various types of communication requiring some spontaneous responses
French 31c: engaging in more extensive and spontaneous communication.

German Language and Culture 10–20–30 (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

View German digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

This three-course sequence is designed to develop German language and cultural proficiency and a global perspective. Students become proficient in using German effectively and competently and applying their knowledge of the language in a variety of situations for a variety of purposes. They acquire the knowledge, skills and attitudes to be effective global citizens and strategies to maximize the effectiveness of learning and communicating.

German Language and Culture 10S–20S–30S (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This is a three-course sequence for students who began the study of German in Grade 7. The course sequence is designed to develop German language and cultural proficiency and a global perspective. Students become proficient in using German effectively and competently and applying their knowledge of the language in a variety of situations for a variety of purposes. They acquire the knowledge, skills and attitudes to be effective global citizens and strategies to maximize the effectiveness of learning and communicating.

Italian Language and Culture 10–20–30 (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This three-course sequence is designed to develop Italian language and cultural proficiency and a global perspective. Students become proficient in using Italian effectively and competently and applying their knowledge of the language in a variety of situations for a variety of purposes. They acquire the knowledge, skills and attitudes to be effective global citizens and strategies to maximize the effectiveness of learning and communicating.

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Italian Language and Culture 10S–20S–30S (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This is a three-course sequence designed for students who began the study of Italian in Grade 7. The course sequence is designed to develop Italian language and cultural proficiency and a global perspective. Students become proficient in using Italian effectively and competently and applying their knowledge of the language in a variety of situations for a variety of purposes. They acquire the knowledge, skills and attitudes to be effective global citizens and strategies to maximize the effectiveness of learning and communicating.

Japanese Language and Culture 10–20–30 (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/

A three-course sequence subdivided into five stages, each of which has five sublevels. The five stages are Introduction to Japan, Japan Today, Japan and the World, Japan Tomorrow and a specialized area of study. Upon completion of the program, students achieve a minimum of all five levels at Stage Three.

Latin 10–20–30 (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/

A three-course sequence with an emphasis on language history. Students gain a knowledge of vocabulary and grammar as they relate to modern languages, as well as an appreciation of Latin's impact upon the history of language in general.

Spanish Language and Culture 10–20–30 (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

View Spanish digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

This three-course sequence is designed to develop Spanish language and cultural proficiency and a global perspective. Students become proficient in using Spanish effectively and competently and applying their knowledge of the language in a variety of situations for a variety of purposes. They acquire the knowledge, skills and attitudes to be effective global citizens and strategies to maximize the effectiveness of learning and communicating.

Spanish Language and Culture 10S–20S–30S (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This is a three-course sequence for students who began the study of Spanish in Grade 7. The course sequence is designed to develop Spanish language and cultural proficiency and a global perspective. Students become proficient in using Spanish effectively and competently and applying their knowledge of the language in a variety of situations for a variety of purposes. They acquire the knowledge, skills and attitudes to be effective global citizens and strategies to maximize the effectiveness of learning and communicating.

Ukrainian 10–20–30 (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/

A three-course sequence. Students who began the study of Ukrainian in junior high school should follow the Ukrainian 10S–20S–30S sequence. Upon completion of the programs, students are able to express themselves on familiar topics in speech and in writing and read for information, as well as appreciate and understand the Ukrainian culture.

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Ukrainian Language Arts 10–20–30 (5 credits each)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/

View Ukrainian digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

A three-course sequence for students who study Ukrainian in the Ukrainian Bilingual Program. Students develop Ukrainian language skills, become sensitive to cultural differences and recognize the contribution of the lifestyle of Ukrainians to the wider community.

Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, Greek, Hebrew, Hungarian, Mandarin, Polish, Portuguese and Swedish. These locally developed courses are based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.

Off-campus Education

http://www.education.gov.ab.ca/k_12/curriculum/offcampus.pdf

Off-campus education is a partnership among schools, employers and students that supports and enhances student learning. The learning experiences provided allow students to expand pathways into the workplace and to explore career interests and abilities. Additional information about off-campus education is available in the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 and on the Alberta Education Web site. Programs within off-campus learning include:

Work Experience 15–25–35

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/others/workexp.pdf

This sequence of courses is available to senior high school students. Students work with an employer to complete individually defined learning experiences. One credit is earned for each 25 hours of experience. Students are required to complete the Career Transitions CTR1010 Job Preparation 1-credit course as a prerequisite or corequisite to their first work experience course.

Work Study

Students spend part of their school day in one or more workplaces in order to enhance and extend their classroom learning. This program is available to junior and senior high school students.

Career Internship 10

Career Internship 10 is a discrete course designed to support and prepare students with the basic, workplace readiness competencies for entry into a trade, technology or service career. It may be offered for 3, 4 or 5 credits, and is designed to be delivered primarily off-campus.

Career Internship 10 is recommended as a prerequisite to enrolling in the Registered Apprenticeship Program or other technology or service career-related courses and programs.

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Registered Apprenticeship Program

http://www.education.gov.ab.ca/k_12/curriculum/rapinfoman.pdf

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Students enrolled in the Registered Apprenticeship Program are paid by their employers. Students enrolled in Work Experience Courses may be paid by the employer at the employer's discretion.

Information about RAP may be obtained from the Curriculum Branch or from the nearest Apprenticeship and Industry Training Office.

Green Certificate Program

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/green/green.asp

The Green Certificate Program for senior high school students allows students in Grades 10, 11 and 12 to participate in an agriculture-related apprenticeship, earn credits, and complete the Technician Level of a Green Certificate in any one of seven specializations. Alberta Agriculture, Food and Rural Development, and Alberta Education jointly administer the Green Certificate Program. Information about the Green Certificate Program is available from Alberta Education, Alberta Agriculture, Food and Rural Development, and local senior high schools situated in agricultural regions of Alberta.

Locally Developed Courses

School boards may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school board to get information about locally developed courses available in your jurisdiction.

Note: *Policy 1.2.1—Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* is currently under review.

Transitions from Senior High School into Work and Further Learning

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from senior high school to further studies and/or the workplace.

To help prepare for their transition, students are encouraged to build on the career planning done in junior high school, and to develop a comprehensive career portfolio. They should investigate several work and learning opportunities and prepare several transition scenarios.

All senior high school courses can assist students in career planning through helping them develop their personal management skills—essential/employability skills—explore learning and work options, and contribute to their career portfolio. Some programs that focus specifically on career development include: Career and Life Management, Career and Technology Studies and Work Experience 15–25–35. The Registered Apprenticeship Program, Green Certificate Program, and Integrated Occupational Program also help students make a successful transition into the workplace.

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Many senior high schools organize special career development activities, such as mentoring, job shadowing, portfolios and annual career fairs. Senior high schools encourage students to develop a career plan. Plans should be updated annually and signed by parents and principals. Students typically develop a personal portfolio, including a résumé, and may use a career planner such as the *Senior High School Student Learning–Career Planner* developed by Alberta Education.

http://www.education.gov.ab.ca/k_12/curriculum/cardir_sr.pdf
[pdf version]

http://www.education.gov.ab.ca/k_12/curriculum/SHPlan.doc
[word version]

The *Student Learning–Career Planner Information Booklet* and the *Senior High School Student Learning–Career Planner* are useful tools for Alberta's secondary school teachers and guidance counsellors as they work with students, parents and other key partners to help students move through the career planning process. The information booklet and senior high school planner are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/cardir.pdf

http://www.alis.gov.ab.ca

Information on occupations and post-secondary programs is available on the Alberta Learning Information Service Web site through school career centres or counselling offices.

Post-secondary Learning

Learning opportunities beyond senior high school include: university, college, technical institutes, apprenticeship, technical training programs and on-the-job training.

At each senior high school grade level, students select courses to meet graduation requirements and build toward their future plans for further education and work/career goals. A senior high school diploma does not guarantee entrance into post-secondary programs.

School staff are available to assist students in applying to post-secondary institutions, including the three Catholic colleges in Alberta. **Students are responsible for becoming aware of post-secondary entrance requirements, application procedures and deadlines. It is also the student's responsibility to request that an official Alberta Education transcript be sent to post-secondary institutions.** Request forms are available at schools and should be sent well in advance of application deadlines.

Some post-secondary programs recognize senior high school courses for advanced standing, credit or preferred entrance.

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Alexander Rutherford Scholarship

http://www.alis.gov.ab.ca/scholarships/info.asp?EK=11

Students can earn a maximum of $2500 toward their post-secondary education through Alexander Rutherford Scholarships. These scholarships are awarded to students when they enroll in post-secondary institutions and have earned an 80% average in five designated subjects in Grades 10, 11 and 12. Each grade is assessed independently. CTS courses may be used to meet the eligibility requirements for Grade 10 and Grade 11 only. A list of the designated subjects at each grade level is found in the chart below.

Grade 10	Grade 11	Grade 12

Average 80% or higher in **five** subjects:
• English Language Arts 10-1, 10-2 or Français 10, Français 10-2
• at least **two** of the following:
  ▪ Applied Mathematics 10 or Pure Mathematics 10
  ▪ Science 10
  ▪ Social Studies 10
  ▪ any one language other than the one used above at the Grade 10 level
• any **two** other subjects at the Grade 10 level, including those listed above
	Average 80% or higher in **five** subjects:
	• English Language Arts 20-1, 20-2, or Français 20, Français 20-2
	• at least **two** of the following:
	  ▪ Applied Mathematics 20 or Pure Mathematics 20
	  ▪ Science 20
	  ▪ Biology 20
	  ▪ Chemistry 20
	  ▪ Physics 20
	  ▪ Social Studies 20
	  ▪ any one language other than the one used above at the Grade 11 level
	• any **two** other subjects at the Grade 11 level, including those listed above
		Average 80% or higher in **five** subjects:
		• English Language Arts 30-1, 30-2 or Français 30
		• at least **four** of the following:
		  ▪ Applied Mathematics 30
		  ▪ Pure Mathematics 30
		  ▪ Mathematics 31
		  ▪ Science 30
		  ▪ Biology 30
		  ▪ Chemistry 30
		  ▪ Physics 30
		  ▪ Social Studies 30
		  ▪ any one language other than the one used above at the Grade 12 level (3000 series courses)

CTS Courses. Three 1-credit courses can be combined and used as an option at the Grade 10 and/or Grade 11 level. ▪ CTS courses at the 1000-level are considered as Grade 10 level; at the 2000-level are considered as Grade 11 level. ▪ To be combined, all courses must be from the same level. ▪ The average mark of the three courses may be used as one of the other subjects at the appropriate level.		**Note**: CTS courses cannot be used at the Grade 12 level.

Also, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30-1 or Français 30, Social Studies 30, and three other diploma examination subjects, are recognized as "Rutherford Scholars."

Students typically apply for an Alexander Rutherford Scholarship in the spring of their Grade 12 year, and the award is paid during the first semester of post-secondary studies. Individual school boards, schools, post-secondary institutions, businesses and community organizations also offer scholarships. Many Catholic groups and associations also make scholarships available to Catholic high school graduates. Parents and students are strongly encouraged to explore additional scholarship sources to help pay for post-secondary education, such as Fellowships for Full-time Post-Secondary Studies in French.

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RAP Scholarship

http://www.advancededucation.gov.ab.ca/

The Alberta Apprenticeship and Industry Training Board Registered Apprenticeship Program Scholarship, known as the RAP Scholarship, annually recognizes the academic and trade-related accomplishments of up to 50 high school students who are taking part in the Registered Apprenticeship Program. This scholarship will provide $1000 each to continue into a regular apprenticeship program after the completion of high school.

To qualify for the scholarship, RAP apprentices must:

- plan to continue into a regular apprenticeship program
- achieve an Alberta high school diploma or certificate of achievement
- have completed a minimum of 250 hours of work experience in RAP
- get a recommendation from an employer, supervisor or journeyman stating that they should continue in the apprenticeship program with the goal of becoming a Certified Journeyman.

Additionally, apprentices will be asked to provide:

- a personal statement indicating why he or she is a "good fit" for a career in a trade
- a senior high school transcript
- additional comments from an employer, supervisor or journeyman.

http://www.alis.gov.ab.ca/scholarships.

The RAP Scholarship is administered through the Alberta Heritage Scholarship Fund Application forms are available from Apprenticeship and Industry Training Offices and the Students Finance Board.

Financial Assistance

http://www.alis.gov.ab.ca/studentsfinance

Students attending post-secondary institutions may be eligible for a student loan. Information on student loans can be obtained from a school counsellor or by contacting the Students Finance Board, Alberta Education, which has offices in both Edmonton and Calgary. Students may also inquire at Apprenticeship offices throughout Alberta.

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Frequently Asked Questions

Question: *What is a credit?*
Answer: One credit is equivalent to the learner outcomes that most students can achieve in 25 hours of instruction. Students in Alberta are required to earn 100 credits to qualify for an Alberta High School Diploma or 80 credits for a Certificate of Achievement.

Question: *Do students have spares?*
Answer: Students may choose to have study periods in senior high school depending upon their school's policies/guidelines. It is very possible for students to complete their senior high school diploma successfully and to have spares, particularly in their Grade 12 year, but planning for a full schedule is suggested.

Question: *How do students know which courses to take to prepare for post-secondary education?*
Answer: Students who have identified their post-secondary plans should consult their school counsellors and a calendar from the post-secondary institution of their choice to make sure they have the necessary prerequisite senior high school courses. Students should check each year for current information. Students are also encouraged to visit the Alberta Learning Information Service (ALIS) site at <http://www.alis.gov.ab.ca>.

Question: *Are there accredited Catholic Universities and Colleges in Alberta?*
Answer: Yes, there are three: St. Joseph's College at University of Alberta, Edmonton; Newman Theological College, Edmonton; St. Mary's College, Calgary.

Question: *Can Religious Studies courses be applied to entrance requirements for college and/or university?*
Answer: Credits for Religious Studies 15, 25 and 35 are accepted and applied to a student's high school diploma requirements. Some college/university programs also accept Religious Studies 35 as a prerequisite for certain entry level courses. Specific details may be clarified when registering at the college/university of your choice.

Question: *Are tutors available?*
Answer: The best source of help for students is their classroom teacher. If extra tutoring is required, this is usually arranged privately at parental expense. Schools may be able to help by providing information about tutors.

Question: *Do students need to take all courses in the same sequence?*
Answer: Students may take a variety of courses. They are restricted only by the prerequisites required for each course.

Question: *Is a second language a requirement for university entrance?*
Answer: This is not a general requirement for Alberta universities. However, a second language can be used as an academic subject for entrance to several programs and in calculations for scholarships. It may also be used to calculate the academic average. Certain post-secondary faculties may require a second language. Students should consult the post-secondary institution of their choice regarding entrance requirements.

Question: *What happens if a Grade 12 student is short of credits after the first semester?*
Answer: It may be possible for such a student to complete the diploma requirements by taking extra courses, an extra semester, summer school, night school or distance learning. Please consult the student's school for assistance.

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Question: *Can a student return to senior high school to complete a high school diploma or upgrade courses following Grade 12?*
Answer: All students who are 19 or under as of September 1 of a school year have the right to attend school. School boards can designate specific schools for returning students.

Question: *Can parents request that their children have a particular teacher for a course?*
Answer: Most schools attempt to accommodate individual requests but are sometimes restricted because of enrollment and scheduling concerns.

Question: *How can I best assure that my child will have a positive experience in senior high school?*
Answer: Parents and teachers share a commitment to lifelong learning. Ongoing communication among parents, teachers and students is one way of ensuring success.

Question: *What does it mean to challenge a course?*
Answer: Students who believe that they already possess the knowledge, skills and attitudes for a senior high school course and are ready to demonstrate that achievement may ask the school about how they can receive credits for the course without actually taking it. Usually, a course challenge will apply only to a course that is at a higher level than a student has already achieved in a course sequence, or is at a similar level in an alternative course sequence. Students who successfully complete a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination to be eligible for a final course mark and credits in that course.

Question: *Are there provisions for special needs students writing a diploma examination?*
Answer: Yes. Contact the local school.

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Feedback Form

Curriculum Handbook for Parents 2005–2006: Senior High School

Catholic School Version

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree**, **Disagree**, **Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Education Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

_____

_____

_____

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_____

Thank you for your feedback.

Please send your response to:

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